

## Mainstream Schools Assessment, Feedback and Marking policy

### 1.0 Intent

#### 1.1 Purpose of assessment and what should be demonstrated.

The Ofsted Inspection Handbook 2024 Section 238. describes effective assessment as:

- Teachers check pupils' understanding systematically, and identify misconceptions accurately providing clear, direct feedback
- Teachers ensure that pupils embed and use knowledge fluently.
- The subject curriculum is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.
- Teachers use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed key concepts and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts

The Trust's position is in line with these statements; believing that the key to pupil success is not reliant on the use of performance data but is dependent on teacher subject knowledge and high-quality assessment practices informing future learning. Trust staff are expected to know the **intent** of the curriculum – what pupils will learn, how to **implement** the intended curriculum – how pupils will learn and be able to accurately measure the **impact** of the curriculum on pupil knowledge and skills .

### 2.0 Formative Assessment Principles

#### 2.1 Process

Assessment should be closely linked to planning documents with the expected impact measure (assessment) clearly expressed before the start of each unit of work. Assessment should be explicit and assess only the expected learning intention.

#### 2.2 Methods

There are many different methods for recording and measuring the impact of the curriculum and these should be selected to specifically meet subject specific knowledge and skills. Each school will be able to agree its own methods for assessment, however, as stated in 2.1 these must be explicit and relevant.

#### 2.3 Evidence

When monitoring the effectiveness of assessment, The Trust expects staff to be able to answer questions including, but not exclusively:

- How well do assessments meet the intent plans for this subject?
- How does the work in pupil's books demonstrate learning in the intended skills and knowledge?
- How well do pupils remember what has been taught, how do you know?
- How are you monitoring that key concepts are revisited and embedded?
- How subjective is the assessment?
- How is your assessment informing your planning?

### 3.0 Subject Specific Assessment Principles

#### 3.1 Core Subject Assessment

Core subjects have Subject Leads with delegated responsibility for the development of the subject, in conjunction with the Academy Head. These responsibilities include finalising assessment methodologies that are suitable and relevant to the way the subject is delivered and how work is produced. These approaches are discussed through Subject Lead meetings and are based in strong research. Often, further decision making takes place at the Teaching and Learning and Assessment Panel (TLA) and is then contextualised at local level within schools/hubs.

### **3.2 Foundation Subject Assessment**

Foundation subjects are assessed against the knowledge set out in the schools/hubs curriculum content. Assessment against the curriculum content is made in a range of ways and can include: quizzes, opportunities to perform their knowledge, written explanations (including double page spreads) or the creation of models or artwork. Teachers use these forms of evidence to assess if a pupil is able to effectively demonstrate their knowledge of the school's curriculum content.

### **4.0 SEND Formative Assessment Principles**

#### **4.1 Support plans**

It is expected that support plans are live documents that are reviewed and updated regularly. All Support plans, including EHCP targets (where relevant) should be recorded on the Learning Pi platform, where they are accessible to staff and families.

#### **4.2 Targets**

There should be evidence of targets informing work set for pupils, these targets should be reflected in their books and other work. Targets set on Learning Pi and through EHCP outcomes should also be reflected in classroom assessments and the marking and feedback processes.

#### **4.3 Marking and feedback**

To enable progress to be clearly monitored, the focus for marking and feedback should be based on the specific targets for that pupil. Feedback should be delivered in a form that is accessible to the pupil using oral and visual methods or written where appropriate.

#### **4.4 Evidence**

For pupils on an adapted curriculum, it is expected that a variety of evidence will be available to support assessment. These may include; photographs, scribed or recorded work, videos and scaffolded adaptations prepared by the teacher.

### **5.0 Marking and Feedback Principles**

#### **5.1 Evidence and research:**

Dylan Williams argues that 'Feedback functions formatively only if the information fed back to the learner is used by the learner in improving performance.'

He also states that, 'The secret of effective feedback is that saying what's wrong isn't enough; to be effective, feedback must provide a recipe for future action.'

Dylan is adamant that, 'The first fundamental principle of effective classroom feedback is that feedback should be more work for the recipient than the donor'. Embedded formative Assessment - Dylan Williams.

EEF - Feedback appears to have slightly greater effects for primary school age pupils (+7 months)

John Hattie - Feedback: effective size of 0.75 which has the potential to considerably accelerate student achievement.

## 5.2 Feedback

The Trust policy recognises two approaches to providing feedback to pupils; written feedback and oral feedback.

**Written feedback:** Written feedback involves scores, grades, use of symbols and/or comments.

**Oral feedback:** Oral feedback involves comment to the individual, group or class. It is more immediate than written feedback.

It is important that pupils receive feedback on where they have been successful as well as how they need to improve.

## 5.3 Principles and impact of feedback

According to the EEF guidance, implementing feedback successfully will require the following principles:

1. Lay the foundations for effective feedback
2. Deliver appropriately timed feedback that focuses on moving learning forward
3. Plan for how pupils will receive and use feedback
4. Carefully consider how to use purposeful, and time efficient, written feedback
5. Carefully consider how to use purposeful verbal feedback
6. Design a school feedback policy that prioritises and exemplifies the principles of effective feedback

Further details on the recommendation and implementation can be found:

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>

It is for schools to implement the principles at a local level whilst at the same time considering the potential impact written feedback policies can have on teacher workload.

See Appendix 1 for schools local expectations relating to implementing feedback.

## 5.4 Professional Development for feedback delivery

School leaders should consider how to maximise teacher professional development in supporting them to deliver effective feedback and avoid approaches that increase teacher workload without providing pupils with the necessary information to improve performance

## 6.0 Summative Assessments

### 6.1 Core Assessments

#### 6.1.1 Reading

Summative assessment of reading from years 2 - 6 is made using National Test Style Standardised Assessments (NTS), once per term. Pupils are assessed as working below the expected standard, working at the expected standard or working at greater depth. Pupils in year 1 are assessed using the NTS Standardised test in the summer term only. At the end of autumn and spring terms, teachers make summative assessments of reading based on year 1 pupil's phonics acquisition, guided reading and individual reading outcomes. Pupils in year 6 are assessed using Standard Assessment Tests (SATs). Outcomes for pupils in year 6 are reported and published in line with Department for Education assessment arrangements.

#### 6.1.2 Writing

Summative assessments of writing in years 1 to 6 are reported termly using teacher assessment. Assessment is made using several pieces of writing across a range of genres and is reported as either working below the expected standard, working at the expected standard or working at greater depth. Teachers consider the National Teacher Assessment Framework for [KS1](#) and [KS2](#) when making a judgement. All teacher judgements are based on whether the pupil is on track to meet the expected standard at the end of their current Key Stage.

#### 6.1.3 Maths

Summative assessments of maths from years 2 - 6 are made using National Test Style Standardised Assessments (NTS), once per term. Pupils are assessed as working below the expected standard, working at the expected standard or working at greater depth. Pupils in year 1 are assessed using the NTS Standardised test in the summer term only.

At the end of autumn and spring terms, teachers make an end of term assessment of year 1 maths based on outcomes from formative assessments.

In the Summer Term, pupils in year 6 are assessed using Standard Assessment Tests (SATs). Outcomes for pupils in year 6 are reported and published in line with Department for Education Assessment Arrangements. The multiplication tables check (MTC) is administered to year 4 pupils during the summer term and results are reported to parents by individual schools. There is no pass mark for this check.

#### 6.1.4 Science

Assessment of science considers whether the child is on track to meet the expected standard for their key stage as set out in the National Teacher Assessment Framework for [KS1](#) and [KS2](#). Assessment throughout each key stage is reported as either working below the expected standard or working at the expected standard. A summative assessment is made at the end of each academic year and judgements are reported nationally at the end of year 6.

### 6.2 Foundation Subjects

Foundation subjects do not have centrally aligned assessments however, schools may choose to use short summative assessments to be able to generate gap analysis data.

## 6.3 Phonics

### 6.3.1 Year 1

A summative assessment of phonics is made at the beginning of the spring term using a past phonics screening check paper. The scores are uploaded to Arbor in the 'Phonics check practice' column. All

year 1 children complete the statutory phonics screening check in the summer term in line with the Department for Education assessment arrangements.

### **6.3.2 Year 2**

Pupils who did not achieve the pass mark in the statutory screening check in the previous academic year, will complete the past phonics screening check paper in the spring term, alongside the year 1s. The scores are uploaded to Arbor in the 'Phonics check practice' column. All eligible year 2 children will complete the statutory phonics screening check in the summer term, in line with the Department for Education assessment arrangements.

## **6.4 EYFS**

The principles of early years assessment are in line with the Trust's position on intent listed above in sections 1 and 2. Formative assessment is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In line with the Early Years Statutory Framework (2024), when assessing whether an individual child is at the expected level of development, practitioners will draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence.

There are three statutory summative assessments which take place in the Early Years Foundation Stage.

### **6.4.1 Progress check at age two**

When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short-written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. Beyond the prime areas, it is for practitioners to decide what the written summary should include, reflecting the development level and needs of the individual child.

### **6.4.2 Reception Baseline Assessment**

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. The assessment is electronic and the data is immediately uploaded when the assessment is completed. There is no expected standard and children cannot pass or fail.

### **6.4.3 Early Years Foundation Stage Profile**

The profile must be completed for every child in their last term of their reception year. Each child's level of development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profiles are reported in line with Department for Education assessment arrangements.

## **Reedham Primary and Nursery School Feedback & Marking Codes**

The following codes are used when marking children's work. There may also be written comments relevant to the learning intention along with feedback for next steps if appropriate. This information is often given verbally either during task completion or as soon after the task is completed as possible, as it is found to be

most effective this way. Not every piece of work will be 'marked' in the traditional sense since the purpose of marking is to assess and progress a child's learning (see Feedback & Marking Policy) and this can be done in a variety of ways.

I Independent work; work completed without assistance from any adult or peer. The child may have needed reminding what to do or to be encouraged to keep going but they will have had no help with the actual task.

WS With support; work which was done with the support of an adult (teacher, assistant, volunteer etc.) or peer

P Peers or partner; work done with another child.

GW Group work with an adult

VF Verbal feedback; this means the work has been discussed with the child orally (including any strengths or areas to develop) and will therefore not need marking in detail.

Incorrect questions in maths are circled for children to correct themselves or work with an adult to correct.

Incorrect spellings will be underlined.

Incorrect or missing punctuation will be circled.

Two back slashes will be used to signal a new paragraph is needed.

If ticked in green, it has been marked by the child themselves with direction from an adult.

Teachers mark in purple/pink pen

TAs mark in blue pen

Children edit and improve using green pen

**Document Control**

**Changes History**

Version	Date	Amended By	Details of Change
1	13.6.2022	Tamsin Little	New policy
2	23/01/2024	Debbie Thomas	Removed reference to statutory KS1 tests

**Approval**

Name	Job Title	Signed	Date
Andrew Aalders-Dunthorne	Principal/CEO	Electronic signature	13/6/2022
Dawn Carman-Jones	On behalf of the Trust Board	Electronic signature	13/6/2022
Andrew Aalders-Dunthorne	CEO	Electronic signature	28/2/2024
Tamsin Little	Director of Education	Electronic signature	28/2/2024

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